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AUTHOR Leone, Lynn P.; Gilleland, Kevin R.
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ABSTRACT

Annual surveys of North Carolina State University's first-time freshmen are conducted during freshman orientation. This study compared first-time freshmen in the fall of 1977 (n=2,343) with those in the fall of 1986 (n=3,130). The questions deal with the students' attitudes, plans, needs, family and community background, and political views. They are also asked to rate the importance of 11 educational goals. Results included the following: (1) engineering, business and textile programs have experienced the largest enrollment increases, whereas education and forestry programs have declined in enrollment; (2) the proportion of female freshmen has increased from 23% to 37%, with the largest percentage increases occurring in textiles, engineering, humanities/social sciences, and physical/mathematical sciences; (3) the percentage of Afro-American new freshmen has increased from 6% to 12%; (4) the 1986 freshmen are more likely to have college-educated parents than the 1977 freshmen; (5) proportionately more of the 1986 freshmen plan to pursue advanced degrees; (6) freshmen have become more politically conservative; (7) significant differences in responses by the two classes were found for 10 of the 11 goals. Implications of these findings are discussed. Data are summarized in eight tables, and the survey instrument is appended. (KM)

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A TEN YEAR COMPARISON OF COLLEGE FRESHMEN

Lynn P. Leone, M.S.
Social Research Assistant
Office of Institutional Research
North Carolina State University
Box 7002
Raleigh, NC 27695-7002
(919) 737-2776

Kevin R. Gilleland
Graduate Research Assistant
Office of Institutional Research
North Carolina State University
Box 7002
Raleigh, NC 27695-7002
(919) 737-2776

Paper presented at the annual meeting of the
Southern Association of Institutional Research
New Orleans, Louisiana, October, 1987

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A TEN YEAR COMPARISON OF COLLEGE FRESHMEN

ABSTRACT

Understanding freshmen attitudes and educational goals is important to administrators and faculty in higher education. A ten year comparative study of entering college freshmen at a large southeastern university will be presented using results from a survey administered during freshmen orientation. The comparison of the responses by the two freshmen classes was accomplished by using simple one-way frequencies of the responses. Further comparisons of these results with the results of a twenty year comparative study of college freshmen by Astin will be made. A discussion of the implications of changing freshman attitudes and goals on the roles and responsibilities assumed by the academic, administrative, and student services divisions in the university will also be included.

A TEN YEAR COMPARISON OF COLLEGE FRESHMEN

INTRODUCTION

A comparison of the characteristics, attitudes, and educational goals of the 1977 and 1986 entering freshmen at North Carolina State University (NCSU) shows significant changes over the last ten years. In comparison to the 1977 class, today's class has significantly more women and minorities, fewer come from rural home communities and more of them have college-educated parents. Over the last ten years, their educational goals have become more career orientated and the importance of communication skills, a broad education, and social concerns has declined.

In a recent report published by Astin (Astin, Green, and Korn, 1987), the attitudes, values, educational achievements and life goals of first-time American freshmen from 1966 to 1985 were compared. The major findings from his study also identify dramatic shifts in the attitudes, values, educational achievements, and life goals of American college freshmen. Some of the significant changes he reports include a decline in academic skills, a dramatic impact by the Women's Movement, and rising materialistic and power values.

Because it is important for college administrators and faculty to understand freshman attitudes and educational goals, a comparative study of the 1977 and 1986 freshman classes at NCSU was undertaken by the Office of Institutional Research. The report documents several demographic, attitudinal, and educational goal changes between the two freshman classes. It also discusses differences between gender and race and includes a

comparison of the results with those from the Astin report. The findings of this study will be useful in assessing the needs and goals of new students at NCSU.

METHODS

Annual surveys of NCSU's first-time freshmen are conducted during freshman orientation. This study compares first-time freshmen in the fall of 1977 (n=2343) with first-time freshmen in the fall of 1986 (n=3130) at North Carolina State University. The data used in this study are taken from the 1977 and 1986 Annual Surveys of Entering Freshmen, each of which was conducted during freshman orientation.

The new freshmen were asked to complete a survey of their attitudes, plans, and needs. The questions and response options in the 1977 survey have been taken from previous freshman surveys at the same University, a review of items from published surveys, and suggestions from other university personnel. The content of the 1986 survey (Appendix A) is based upon the 1977 survey.

In the survey, the students were presented with a set of descriptive questions about their father's education, the highest level of education they expect to complete, the description of their home community, and their political views. The freshmen were also asked to rate the importance of eleven educational goals. Each goal was rated as either "very important," "moderately important," or "not important."

The percentages responding to the survey questions are compared for the 1977 and 1986 classes. Percentages are used because the original data collected from the 1977 survey are no longer available. Simple one-way frequencies of the responses

were calculated through the Statistical Analysis System (SAS, 1983). Significant differences between the two classes were determined using a two step procedure. The chi-square test for significance was first calculated to determine differences in the responses to each question between classes. Further testing for differences among the response options within each question was done using a post-hoc test for significance.

RESULTS

Compared to ten years ago, new freshman enrollment in four-year degree programs at North Carolina State University has increased 31.4% (Table 1). Engineering, business, and textile programs have experienced the largest increases in actual enrollment whereas the education and forestry programs have experienced enrollment declines.

A comparison of the demographics of the 1977 and 1986 freshmen classes shows considerable differences. The proportion of female freshmen has increased from 23% in 1977 to 37% in 1986. While the enrollment of female freshmen has increased for all programs since 1977, the largest percentage increases of female students have occurred in textiles (+206.1%), engineering (+126.5%), humanities/social sciences (+70.2%), and physical/mathematical sciences (+24.7%). Today, more than half of the freshman enrollment in education and humanities/social sciences (which includes business) is female.

The percentage of new freshmen who are Afro-American has also increased, doubling from 6% in 1977 to 12% in 1986. Since 1977, the largest increases in the proportion of Afro-American freshmen have occurred in physical/mathematical sciences (+162.5%),

engineering (+143.9%), agricultural/life sciences (+132.8%), education (+125.0%), and humanities/social sciences (+107.3%). The only percentage decline in Afro-American enrollment occurred in the textile programs (-16.7%).

The descriptive characteristics of the two freshman classes also differed significantly. The 1986 freshmen are more likely to have college-educated parents than were the 1977 freshmen (Table 2). Compared to the 1977 class, a smaller percentage of the 1986 class report having fathers with less than a college education (41.9% vs. 33.4%). Today, a significantly higher percentage of freshmen report that their fathers completed some college education (18% vs. 20%) or earned bachelor's (26% vs. 28%) or master's degrees (8% vs. 11%). Similar significant changes are true for both males and females although there are fewer significant differences for women.

Proportionately more of the 1986 freshmen plan to pursue advanced degrees than did those in the 1977 class (Table 3). Compared to the 1977 class, a smaller percentage of freshmen in 1986 expects to complete only bachelor's degrees (51% vs. 40%) while a larger percentage plans to complete their education with master's (32% vs. 38%) or doctoral degrees (15% vs. 21%). These differences are statistically significant for whites, males, and females. Although the differences between Afro-Americans did not reach significance, they are notable. The percentage of Afro-Americans who plan to complete their education with bachelor's degrees increased (29% vs. 33%) and those planning to complete master's degrees decreased (47% vs. 41%).

Rural home communities are less commonplace among freshmen today than ten years ago (Table 4). When asked to describe their

home communities, proportionately fewer of the 1986 class report living on farms (15% vs. 11%) and in rural non-farm communities (11% vs. 8%) whereas proportionately more report coming from moderate-sized cities of 20,000 to 60,000 people (25% vs. 30%). While similar significant differences were observed for males and white students, fewer differences among females and Afro-Americans tested significant. The only significant difference between Afro-Americans is the percentage who report coming from urban communities; this figure has doubled from 6% in 1977 to 12% in 1986.

Over the last ten years, freshmen have become more politically conservative (Table 5). A significantly smaller percentage of the 1986 freshmen describe themselves as liberal (22% vs. 19%) or middle-of-the-road (58% vs. 55%) while a significantly larger percentage describe themselves as conservative (18% vs. 24%). The same significant differences are found among males and white students. The only significant difference among females and Afro-Americans is an increase in the percentage who describe themselves as conservative.

A comparison of the responses from the 1977 and 1986 classes to the set of questions on their educational goals is presented first for the entire freshman class and then by gender and race.

Significant differences in the responses by the two classes were found for ten of the eleven goals. The largest shifts in attitudes and values occur in the importance of four educational goals: to understand different ways of life; to acquire a broad cultural/literary education; to develop an appreciation for art, music, and literature; and to be an effective citizen. Compared

to the 1977 class, proportionately more of the 1986 freshmen report that it is "very important" to understand different ways of life (18% vs. 28%). In contrast, 12% more of the 1986 freshmen consider it "not important" to acquire a broad cultural/literary education. A larger percentage also feel it is "not important" to develop an appreciation for art, music, and literature (22% vs. 33%). To be an effective citizen is also less important to the 1986 class; the percentage of freshmen rating this goal as "not important" doubled from 9% in 1977 to 18% in 1986.

The goals rated most often by both the 1977 and 1986 freshmen as "very important" are to prepare for a career, to acquire knowledge for further education, and to understand oneself. Compared to the 1977 class, proportionately more students in the 1986 class believe it is "very important" to prepare for a career (92% vs. 97%) and to acquire knowledge for further education (68% vs. 71%) whereas proportionately fewer consider it "very important" to understand oneself (69% vs. 64%).

Although a large percentage of freshmen at North Carolina State University are enrolled in scientific and technological degree programs, proportionately fewer of the 1986 freshmen consider it "very important" to understand and appreciate science and technology (54% vs. 49%). There is also a corresponding increase in the percentage of students rating this goal as "not important."

Communication skills are less important to the 1986 freshman class than they were to the 1977 class. Today, proportionately fewer believe it is "very important" to improve interpersonal skills (53% vs. 49%). Although equal percentages of freshmen in both classes rate the development of writing and speaking skills

as "very important" (40%), there is a significant increase in the percentage of 1986 freshmen rating this goal as "not important" (8% vs. 13%).

To develop critical thinking skills is considered "very important" by at least half of the freshmen in both classes. However, a significantly larger percentage of the 1986 class rates this goal as "not important" than did those in the 1977 class (5% vs. 7%).

A comparison of the responses by gender is provided in Table 7. Significant differences between the responses by male freshmen in the two classes were found for nearly all of the questions. While significant differences between the responses by female students were found for six of the eleven goals, it is important to note that females represent 31% and 37%, respectively, of the 1977 and 1986 freshmen who participated in each of the surveys. The smaller percentages of females may partially explain why fewer significant differences were observed between the two classes.

The largest differences observed between the 1977 and 1986 male students are a decrease in the percentage who feel it is "very important" to understand oneself (67% vs. 57%), to be an effective citizen (33% vs. 25%), and to improve interpersonal skills (49% vs. 41%). The percentages of females rating these three goals as "very important," although higher than for males, have not changed over the last ten years.

The largest differences observed between the female students in the two classes are an increase in the percentage who consider it "very important" to prepare for a career (89% vs. 97%) and to

acquire knowledge for further education (70% vs. 78%).

A larger percentage of both male (15% vs. 23%) and female (25% vs. 38%) freshmen in 1986 feel it is "very important" to understand different ways of life. However, attitudes towards cultural education and the arts differ for men and women. As compared to the 1977 males, proportionately more of the 1986 male freshmen feel it is "not important" to acquire a broad cultural/literary education (9% vs. 24%) and to appreciate art, music, and literature (26% vs. 40%). These trends are not consistent with those for the female freshmen. Although a slight increase in the percentage of females rating the goal of a broad cultural/literary education as "not important" occurred (4% vs. 11%), proportionately more of the 1986 females stated that this goal was "very important" (35% vs. 42%). The same pattern appears for the appreciation of art, music, and literature.

Proportionately fewer male freshmen in 1986 consider it "very important" to develop critical thinking skills, to understand and appreciate science and technology, and to develop writing and speaking skills. Differences between the responses of females in the two classes do not parallel those of the males. While proportionately fewer females in the 1986 class consider it "moderately important" to develop an ability to think critically, there are significant increases in the percentages who believe it is "not important" to understand and appreciate science and technology and "very important" to develop writing and speaking skills.

A comparison of the responses by race is presented in Table 8. Significant differences were found between the responses by white freshmen in the two classes for all of the eleven goals.

However, only one significant difference was found in the responses of Afro-Americans. The small number of Afro-Americans in each of the classes may partially explain why so few significant differences were observed. One very notable change over the last ten years is the increase in the enrollment of Afro-Americans and, in turn, in the number participating in the survey. In 1977, 130 Afro-Americans responded whereas in 1986, 397 responded; this represents a ²⁰⁰% increase.

Because white freshmen represent 95% and 87%, respectively, of those responding to each of the surveys from the 1977 and 1986 classes, differences between the responses of white freshmen in the two classes generally parallel the overall findings for all freshmen. However, some changes in the attitude of white freshmen towards several of the goals vary from the overall findings.

Today less than half (48%) of the white freshmen consider it "very important" to develop critical thinking skills compared to 52% of the 1977 class. Communication skills are also less important to white freshmen than they were ten years ago. In 1986, proportionately fewer white freshmen consider it "~~very~~ ^{very} important" to be an effective citizen (34% vs. 28%) and to develop writing and speaking skills (39% vs. 36%) than did the 1977 class. The increases in the percentage of white freshmen who rated each of these goals as "not important" are nearly identical to the increases reported for all freshmen.

Although fewer significant differences in the responses of Afro-American freshmen were observed, the differences are similar to those for white freshmen. The percentage of Afro-Americans

who believe it is "not important" to be an effective citizen has more than doubled in ten years (5% vs. 12%). Proportionately more of them also consider it "not important" to develop critical thinking skills.

Culture and the arts have become less important to Afro-American freshmen. One-quarter (26%) of the Afro-Americans in 1986 consider it "not important" to appreciate art, music, and literature, as compared to 15% of the 1977 class. Proportionately more of the 1986 Afro-American freshmen also believe it is "not important" to acquire a broad cultural/literary education compared to those in the 1977 class (2% vs. 11%). This attitude change for Afro-Americans is the only significant difference over the ten years.

DISCUSSION

Over the last ten years, the characteristics, attitudes and educational goals of freshmen at NCSU have changed significantly. In comparison to American freshmen (Astin, 1987), some of these shifts are similar while others differed. Similar trends observed in the two freshman studies include increasing representation of women and minorities and an increasing concern with values involving money, power and status. On the other hand, different trends observed between the two studies concern political views and plans or aspirations for advanced study.

Perhaps the most noteable changes between today's freshmen classes and those ten or twenty years ago are the representation of women and minorities. Whereas in 1977 women represented nearly one-quarter of the freshman class at NCSU, in 1986 their representation exceeded one-third. In his study, Astin reports a gradual shift in the sex ratios to the point where the majority

of today's entering American freshmen are women. The minority representation for entering freshmen at NCSU has changed even more dramatically; the percentage of Afro-American freshmen has doubled since 1977. For American freshmen, Astin also found that the representation of minorities has doubled, with the largest increases observed among Afro-Americans. These changes for both women and minorities become even more remarkable considering that the absolute size of the freshman class has also increased.

Dramatic shifts in majors and careers selected by freshmen have also been found in both studies. Astin reports a migration away from the traditional liberal arts fields and towards more occupationally-orientated majors. American freshman interest in English, mathematics, physical sciences and education has declined significantly while their interest in business has grown to make it the number one major and/or career choice today. He notes that these trends are even more dramatic for women. For example, the proportion of women planning business careers has increased more than 500% over the last twenty years. At NCSU, programs in engineering, business, and textiles have experienced the largest increases in first-time freshmen enrollment while those in education and forestry have declined. The percentage of freshmen enrolled in these programs who are women and/or Afro-American has also increased significantly.

Today, fewer NCSU freshmen come from rural home communities. This demographic shift is important for a state university, such as NCSU, which offers degree programs that are predominately agricultural and technical. Unfortunately, comparative data on home communities is not available for American freshmen.

Parents' education and aspirations for advanced study have also changed over time. While both NCSU and American freshmen are more likely to have college-educated parents today than they did ten or twenty years ago (respectively), shifts in their own degree aspirations are in opposite directions. In general, a much larger percentage of NCSU freshmen plan to pursue advanced degrees today than they did ten years ago. One notable exception to this trend is a decrease in the percentage of Afro-American freshmen at NCSU who plan to pursue master's degrees. In contrast, the proportion of American freshmen planning graduate or professional degrees has remained fairly stable. However, Astin also found that trends in degree aspirations are not the same for men and women. While the percentage of male American freshmen aspiring for doctorates or high level professional degrees has declined by approximately one-fifth, the percentage of female American freshmen aspiring for these degrees has nearly doubled. These differences between gender were not observed for NCSU freshmen.

In keeping with the widely publicized growing "conservatism" on American campuses, a larger proportion of the 1986 freshmen at NCSU hold conservative political views than did those ten years ago. However, for American freshmen, Astin observed a major shift in their political views from liberal to middle-of-the-road. His survey data suggests that the conservative mood on college campuses really reflects a combination of more materialistic values and student concern about an uncertain economic future.

Freshman values, attitudes, and educational or life goals have also shown some dramatic shifts over the last ten or twenty

years. Today the attitudes and educational goals of NCSU freshmen are more career oriented and social concerns are of much less importance to students than they were ten years ago. Preparing for a career, acquiring knowledge for further education, and understanding oneself are the goals rated most often as "very important" by NCSU freshmen. In comparison to freshmen ten years ago, greater value is now placed upon understanding different ways of life while less value is placed upon acquiring a broad cultural/literary education and developing an appreciation for art, music, and literature. Communication skills, such as interpersonal skills, writing and speaking skills, and being an effective citizen, have also become less important to NCSU freshmen.

Astin reports similar changes in student values. American freshmen are placing increasingly higher value on "being very well-off financially." Nearly three-quarters (73.2%) of the students participating in the 1986 survey consider this to be an "essential goal in life" as compared to 58.2% in 1977. Other value items on Astin's survey showing large increases include "being an authority," "having administrative responsibility for others," and "obtaining recognition." Similarly, today's freshmen are more likely than those in the 1970's to say that a major reason for attending college is "to be able to make more money."

While American freshmen are becoming more concerned with money, power, and status, they are also placing less importance on altruistic activities, social concerns, and creative and artistic goals. The values items in Astin's survey showing the

largest declines include "helping others in difficulty," "promoting racial understanding," "cleaning up the environment," "participating in community action programs," and "keeping up with political affairs." The value showing one of the sharpest declines in student support is "developing a meaningful philosophy of life." In 1986, support for this value was 40.6% which compares to 59.0% in 1977.

A few differences in the importance of the educational goals and values between gender and race were found in both studies. In comparison to the 1977 class, a larger percentage of females in the 1986 freshmen class at NCSU feel it is "very important" to prepare for a career and to acquire knowledge for further education. In comparison to men, women also placed higher value on a broad cultural education, appreciation of the arts, and communication skills than they did ten years ago. In his study, Astin reports that while male students are still more likely to support the value of being well-off financially than are females, this gender gap difference is narrowing. He also found that support for "developing a meaningful philosophy of life" was somewhat higher for males than it was for females. Although differences between race were not included in the Astin study, significantly more Afro-American freshmen at NCSU now feel that it is "not important" to acquire a broad cultural and literary education than they did ten years ago.

IMPLICATIONS OF FINDINGS ON THE UNIVERSITY COMMUNITY

This comparative study identifies significant changes in the characteristics, attitudes, and educational goals and values of college freshmen at NCSU over the past ten years. The more obvious implications of these changes include increased

enrollment and participation in business and career-specific or professional degree programs, greater participation in cooperative education programs, and greater demand for career planning and placement personnel. It implies a negative impact on programs in the humanities and social sciences, and in the environmental and agricultural curriculums. It may also define a student population that is less supportive and interested in participating in community programs and cultural activities.

In his report, Astin (Astin, 1987) questions whether the higher education community should respond to these trends actively or passively. He mentions curriculum changes--expanding business and technology programs; eliminating programs in the humanities, social sciences, and education; and rebuilding curriculum programs in more creative ways. He questions whether those of us in higher education must instruct our students on the relationship between education, work, and quality of life.

The purpose or mission of our university system is to provide students with an educational program that will not only develop a strong foundation for a good job or career but also will lead to a quality life through cultural and creative experiences and exposure to social concerns as well. Today's students, however, seem to equate learning with earning and place little or no value on cultural, creative, artistic or altruistic experiences or concerns.

To build a bridge between these two opposite goals is quite obviously a difficult one. We all know that communication skills, cultural experiences, and a concern for society are essential for a successful and satisfying life, both inside and

outside the workplace. Thus the question that we must answer is whether the university community can influence these students' goals to increase their valuing of communication skills, the arts, and social and cultural activities. Careful planning must be exercised by university administrators and faculty in their response to these trends. While it may be difficult to match the goals of the university with those of its new students and to predict what lies in the future as well, it is obvious that our support and participation in the university community as institutional researchers are critical with any effort made to resolve these differences.

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TABLE 1
COMPARATIVE PROFILE OF 1977 AND 1986 ENTERING FRESHMEN

SEX		AGRIC & LIFE SCI %	DESIGN %	EDUC %	ENGR %	FOREST RESOURCES %	HUM/ SOC SCI %	PHYS/ MATH SCI %	TEXTILES %	UNDESIG- NATED %	TOTAL %
Male											
	1977	73.7	83.3	45.8	98.6	92.3	52.8	65.6	94.8	--	77.5
	1986	53.5	60.7	22.2	79.2	84.5	45.9	64.0	59.9	56.9	63.3
Female											
	1977	26.3	16.2	54.2	1.4	7.7	47.2	34.4	5.2	--	22.5
	1986	46.5	39.3	77.8	20.8	15.5	54.1	36.0	40.1	43.1	36.7
RACE											
	Afro-American										
	1977	3.4	0.0	6.3	6.8	2.3	9.2	6.2	11.3	--	6.1
	1986	7.3	9.8	20.0	13.6	2.5	13.5	12.5	4.0	37.3	12.5
White*											
	1977	96.6	100.0	93.7	93.2	97.7	90.8	93.8	88.7	--	90.9
	1986	92.7	90.2	80.0	86.4	97.5	86.5	87.5	96.0	62.7	87.5
TOTAL											
	1977	21.7	2.2	2.5	34.9	7.1	17.6	9.9	4.1	--	100.0
	1986	17.7	1.8	1.3	32.5	4.7	18.8	9.8	7.4	2.0	100.0
(N)											
	1977	(565)	(57)	(64)	(910)	(185)	(457)	(259)	(106)	--	(2604)
	1986	(606)	(61)	(45)	(1112)	(161)	(645)	(336)	(252)	(204)	(3422)

*Includes all non-African American students

TABLE 2
EDUCATIONAL LEVEL OF FATHER BY GENDER OF STUDENT

	TOTAL		GENDER			
	<u>1977</u>	<u>1986</u>	MALE		FEMALE	
			<u>1977</u>	<u>1986</u>	<u>1977</u>	<u>1986</u>
Less than a College Education	41.9%	33.4%	42.1%	32.9%	41.4%	34.1%
Attended College	18.0	20.3	18.8	20.8	16.2	20.6
Bachelor's	25.7	28.0	25.6	28.7	26.2	26.9
Master's	8.4	11.3	8.5	11.3	8.0	11.3
Doctorate	6.0	7.0	5.0	6.9	8.2	7.2
Percentage Attending College	58.1%	66.6%	57.9%	67.1%	58.6%	66.0%
(N)	(2602)	(3300)	(1799)	(2093)	(803)	(1207)

TABLE 3

HIGHEST LEVEL OF EDUCATION PLANNED TO COMPLETE BY RACE AND GENDER

	RACE				GENDER				TOTAL	
	AFRO-AMERICAN		WHITE*		MALE		FEMALE			
	1977	1986	1977	1986	1977	1986	1977	1986	1977	1986
Some College	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Bachelor's	29	33	53	42	53	43	47	34	51	40
Master's	47	41	31	38	33	38	30	39	32	38
Doctorate**	22	25	15	20	13	19	22	27	15	21
(N)	131	397	2200	2629	1618	1963	713	1170	2331	3133

* "White" category includes all non-Afro-Americans

** 1986 "Doctorate" category includes Doctorate of Veterinary Medicine (DVM), other medical degrees (MD, DDS, DD), and other professional degrees (law, divinity, etc.). Responses are also reflected in the N.

TABLE 4

TYPE OF AREA IN WHICH FRESHMEN LIVED DURING HIGH SCHOOL BY RACE AND GENDER

	AFRO-AMERICAN		RACE WHITE*		GENDER MALE		FEMALE		TOTAL	
	1977	1986	1977	1986	1977	1986	1977	1986	1977	1986
Rural (Farm)	12%	6%	15%	12%	15%	12%	14%	9%	15%	11%
Rural (Non-Farm)	15	13	11	7	12	8	9	8	11	8
Small Town	24	23	25	26	26	26	24	25	25	25
Moderate City	27	32	25	29	23	28	29	32	25	30
Large City	16	15	10	12	10	11	11	14	11	12
Urban Area	6	12	15	14	15	15	13	12	14	14
(N)	128	399	2208	2631	1619	1966	717	1171	2336	3137

* "White" category includes all non-Afro-Americans

TABLE 5

POLITICAL VIEWS BY RACE AND BY GENDER

	AFRO-AMERICAN		RACE WHITE*		GENDER MALE		FEMALE		TOTAL	
	1977	1986	1977	1986	1977	1986	1977	1986	1977	1986
Far Left	2%	1%	1%	1%	1%	1%	2%	1%	1%	1%
Liberal	35	28	22	18	22	18	24	22	22	19
Middle-of-the-Road	53	50	58	55	56	52	61	60	58	55
Conservative	9	19	18	25	20	28	13	18	18	24
Far Right	2	2	1	1	1	1	0	1	1	1
(N)	128	396	2197	2731	1611	1957	714	1170	2325	3127

* "White" category includes all non-Afro-Americans

TABLE 6
EDUCATIONAL GOALS OF ENTERING FRESHMEN
A TEN-YEAR COMPARISON

		TOTAL	
		<u>1977</u>	<u>1986</u>
1.	To prepare for a career or good job		
	Very important	92%	97%
	Moderately important	5	3
	Not important	3	<1
2.	To understand my own abilities		
	Very important	69%	64%
	Moderately important	27	34
	Not important	4	2
3.	Acquire knowledge for further education		
	Very important	68%	71%
	Moderately important	25	24
	Not important	6	5
4.	To develop an ability to think critically		
	Very important	53%	51%
	Moderately important	42	42
	Not important	5	7
5.	To understand and appreciate science and technology		
	Very important	54%	49%
	Moderately important	39	40
	Not important	7	11
6.	To develop writing and speaking skills		
	Very important	40%	40%
	Moderately important	51	47
	Not important	8	13
7.	To be an effective citizen		
	Very important	33%	30%
	Moderately important	58	52
	Not important	9	18
8.	To acquire a broad cultural/literary education		
	Very important	30%	31%
	Moderately important	63	50
	Not important	7	19
9.	To understand different ways of life		
	Very important	18%	28%
	Moderately important	65	51
	Not important	17	21

TABLE 6
EDUCATIONAL GOALS OF ENTERING FRESHMEN
A TEN-YEAR COMPARISON
(continued)

	TOTAL	
	<u>1977</u>	<u>1986</u>
10. To develop an appreciation for art, music, and literature		
Very important	18%	20%
Moderately important	59	47
Not important	22	33
11. To improve interpersonal skills		
Very important	53%	49%
Moderately important	42	44
Not important	5	7
Number responding (N)	(2343)	(3130)

TABLE 7
EDUCATIONAL GOALS OF ENTERING FRESHMEN
A TEN-YEAR COMPARISON
BY GENDER

	GENDER			
	MALE		FEMALE	
	1977	1986	1977	1986
1. To prepare for a career or good job				
Very important	93%	97%	89%	97%
Moderately important	4	3	8	2
Not important	3	<1	3	<1
2. To understand my own abilities				
Very important	67%	57%	75%	75%
Moderately important	29	40	22	24
Not important	4	3	3	1
3. Acquire knowledge for further education				
Very important	68%	67%	70%	78%
Moderately important	26	27	23	19
Not important	6	6	7	3
4. To develop an ability to think critically				
Very important	53%	48%	53%	56%
Moderately important	42	44	42	37
Not important	5	8	5	7
5. To understand and appreciate science and technology				
Very important	58%	52%	47%	46%
Moderately important	37	40	42	39
Not important	5	8	11	15
6. To develop writing and speaking skills				
Very important	39%	34%	44%	50%
Moderately important	52	51	49	41
Not important	9	15	7	9
7. To be an effective citizen				
Very important	33%	25%	39%	39%
Moderately important	59	54	53	49
Not important	8	21	8	12
8. To acquire a broad cultural and literary education				
Very important	27%	24%	35%	42%
Moderately important	64	52	61	47
Not important	9	24	4	11

TABLE 7
EDUCATIONAL GOALS OF ENTERING FRESHMEN
A TEN-YEAR COMPARISON
BY GENDER
(continued)

	GENDER			
	MALE		FEMALE	
	<u>1977</u>	<u>1986</u>	<u>1977</u>	<u>1986</u>
9. To understand different ways of life				
Very important	15%	23%	25%	38%
Moderately important	65	51	65	50
Not important	20	26	10	12
10. To develop an appreciation for art, music, and literature				
Very important	16%	15%	22%	28%
Moderately important	57	45	64	51
Not important	26	40	14	21
11. To improve interpersonal skills				
Very important	49%	41%	62%	63%
Moderately important	46	50	34	34
Not important	5	9	4	3
Number responding (N)	(1622)	(1960)	(721)	(1171)

TABLE 8
EDUCATIONAL GOALS OF ENTERING FRESHMEN
A TEN-YEAR COMPARISON
BY RACE

	RACE			
	AFRO-AMERICAN		WHITE*	
	1977	1986	1977	1986
1. To prepare for a career or good job				
Very important	95%	98%	91%	97%
Moderately important	4	2	6	3
Not important	1	0	3	<1
2. To understand my own abilities				
Very important	84%	82%	69%	61%
Moderately important	15	16	27	36
Not important	1	2	4	3
3. Acquire knowledge for further education				
Very important	79%	85%	68%	70%
Moderately important	18	13	26	25
Not important	3	2	6	5
4. To develop an ability to think critically				
Very important	75%	71%	52%	48%
Moderately important	25	25	43	44
Not important	1	4	5	8
5. To understand and appreciate science and technology				
Very important	60%	59%	54%	48%
Moderately important	33	32	39	41
Not important	7	9	7	11
6. To develop writing and speaking skills				
Very important	68%	64%	39%	36%
Moderately important	29	30	53	50
Not important	3	6	8	14
7. To be an effective citizen				
Very important	52%	46%	34%	28%
Moderately important	43	42	58	54
Not important	5	12	8	18
8. To acquire a broad cultural and literary education				
Very important	45%	48%	29%	28%
Moderately important	53	41	64	51
Not important	2	11	8	21

*Includes all non-Afro-Americans

TABLE 8
EDUCATIONAL GOALS OF ENTERING FRESHMEN
A TEN-YEAR COMPARISON
BY RACE
(continued)

	RACE			
	AFRO-AMERICAN		WHITE*	
	<u>1977</u>	<u>1986</u>	<u>1977</u>	<u>1986</u>
9. To understand different ways of life				
Very important	37%	41%	17%	26%
Moderately important	57	48	65	51
Not important	6	11	17	22
10. To develop an appreciation for art, music, and literature				
Very important	27%	25%	18%	20%
Moderately important	58	49	59	47
Not important	15	26	23	33
11. To improve interpersonal skills				
Very important	63%	64%	52%	47%
Moderately important	34	32	43	46
Not important	2	4	5	7
Number responding (N)	(130)	(397)	(2213)	(2733)

*Includes all non-Afro-Americans

APPENDIX A

1986 SURVEY OF ENTERING FRESHMEN - NORTH CAROLINA STATE UNIVERSITY

NAME: _____ SOCIAL SECURITY NUMBER _____ - _____ - _____ (1-9)

The Office of Institutional Research wants to learn about the attitudes, plans, and needs of entering students and the reasons they decide to enter NCSU. The following survey, which is being given to all entering freshmen, will help to provide that information. Your responses will not be placed in any of your University records. The information will be used in summary statistical analysis. Your cooperation will be appreciated. Please write your name and social security number in the space above.

Brenda H. Rogers, Ph.D.
Assistant Director of Institutional Research

PART I: Place the number of your response in the brackets to the left of each question. (for keypunching only)

- (10) [] Which best describes the community in which you lived during high school?
KEY: 1 = Rural farm
2 = Rural/non-farm
3 = Small town (less than 20,000)
4 = Moderate-sized city (20,000-60,000)
5 = Large city (60,000-100,000)
6 = Urban area (over 100,000)
- (11) [] How would you describe your political views?
KEY: 1 = Far left
2 = Liberal
3 = Middle-of-the-road
4 = Conservative
5 = Far right
- (12) [] How easy was it for you to provide the required immunization record to the University's Student Health Service?
KEY: 1 = Very easy
2 = Moderately easy
3 = Not easy
4 = Very difficult
- (13) [] In deciding which college to attend, was NCSU your. . .
KEY: 1 = first choice 2 = second choice 3 = third choice or greater
- (14) [] How did you receive your application for admission to NCSU?
KEY: 1 = by mail from NCSU
2 = from a high school counselor
3 = at a college day program
4 = picked one up at the NCSU Admissions Office
5 = Other _____
- (15) [] What is the highest level of education you plan to complete? (Select only one)
KEY: 1 = some college, but less than bachelor's degree
2 = bachelor's degree or equivalent
3 = master's degree (MA, MS, MBA)
4 = doctoral degree (PHD, EDD)
5 = Doctorate of Veterinary Medicine (DVM)
6 = Other medical degree (MD, DDS, DO)
7 = Other professional degree (law, divinity, etc.)
- (16) [] How certain are you about your choice of a college major (i.e., field of study)?
KEY: 1 = I feel very certain about my choice of a major.
2 = I am somewhat uncertain about my choice of a major.
3 = I am very uncertain about my choice of a major.
- (17) [] Have you decided on your future career?
KEY: 1 = Yes, I have a definite career goal.
2 = I am somewhat uncertain about my career goal.
3 = No, I do not have a career goal.
- (18) [] What are your plans for employment during your first semester at NCSU?
KEY: 1 = I plan to work 20 hours or more each week.
2 = I plan to work less than 20 hours each week.
3 = I do not plan to work.
- (19) [] When you applied to NCSU, were you aware of the Merit Scholarship Program (a scholarship based on academic merit, not need)?
KEY: 1 = Yes
2 = No

PART II: Will the following be a MAJOR SOURCE, a MINOR SOURCE, or NOT A SOURCE of funding for your college education?

KEY: 1 = MAJOR SOURCE OF FUNDS
2 = MINOR SOURCE OF FUNDS
3 = NOT A SOURCE OF FUNDS

- (20) [] Financial assistance through NCSU Financial Aid Office (includes Federal and State Grants, University scholarships and loans, National Direct Student Loans, Guaranteed Student Loans, College Work-Study jobs, and Merit Scholarships)
- (21) [] Other scholarships (includes scholarships and grants offered by private organizations and agencies outside the University)
- (22) [] Parents/relatives
- (23) [] Spouse's income
- (24) [] Veteran's benefits
- (25) [] Other loan's (includes PLUS Loans to parents and personal loans to parents or to you)
- (26) [] Summer employment
- (27) [] Personal savings
- (28) [] Employment on- or off-campus while attending NCSU (do not include College Work-Study jobs)
- (29) [] Other (identify) _____

PART III: Are you interested in programs offered at NCSU in the following areas?

KEY: 1 = Yes, and I will allow my name to be given to the University office in charge of the program.
2 = Yes, but keep my name confidential.
3 = No

- (30) [] Study skills
- (31) [] Time management
- (32) [] Reading skills
- (33) [] Tutorial skills (English, math, chemistry, etc.)
- (34) [] Test or math anxiety reduction
- (35) [] Leadership development
- (36) [] Selecting an academic major/career field
- (37) [] Interpersonal skills

PART IV: How important were the following reasons in your choice of NCSU?

KEY: 1 = VERY IMPORTANT
2 = IMPORTANT
3 = NEUTRAL
4 = UNIMPORTANT
5 = VERY UNIMPORTANT

- (38) [] I liked the location.
- (39) [] The costs were low.
- (40) [] My parents encouraged me to attend NCSU.
- (41) [] My high school counselor or teachers encouraged me to attend NCSU.
- (42) [] I was offered financial assistance or an athletic scholarship.
- (43) [] I had friends planning to attend here.
- (44) [] I liked the size of NCSU.
- (45) [] I felt the students were friendly and I would make friends here.
- (46) [] NCSU has a strong program in my major.
- (47) [] Many social and cultural activities are offered here.
- (48) [] I felt I would have a good academic average here.
- (49) [] The school has an excellent academic reputation.
- (50) [] I received a personal letter from an NCSU faculty member or student.
- (51) [] I was influenced by the Admissions Office to attend NCSU.
- (52) [] I am a supporter of the NCSU athletic teams.
- (53) [] I was offered a Merit Scholarship.

PART V: The following statements reflect the goals of many college students. Please indicate the importance of the following educational goals to you personally.

KEY: 1 = VERY IMPORTANT 2 = MODERATELY IMPORTANT 3 = NOT IMPORTANT

- (54) [] To prepare for a career or good job
- (55) [] To understand my own abilities, limitations, interests, and standards of behavior
- (56) [] To acquire knowledge for further education in a professional or scholarly field
- (57) [] To develop my ability to think critically
- (58) [] To develop an understanding and appreciation of science and technology
- (59) [] To develop my ability to write and speak effectively
- (60) [] To know how to participate effectively as a citizen in my community
- (61) [] To acquire a broad cultural and literary education
- (62) [] To understand different philosophies, cultures, and ways of life
- (63) [] To develop an appreciation and enjoyment of art, music, and literature
- (64) [] To gain experience and skill in relating to other people

Thank you for completing this survey.